

Science-Based Programs to Meet the Principles of Effectiveness*

Introduction

The science-based programs listed in this document are a compilation of programs found on several federal websites that when implemented with fidelity, have the best chance of success in reducing or preventing substance use and violence.

This document includes definitions of prevention strategies and program descriptions. Included in the program descriptions are the prevention strategies when known, and contact information.

Decisions regarding the selection of programs, strategies and curricula are at the discretion of local school districts.

*This document is a work in progress, and may not include all programs recognized to be based upon research.

Definitions of Prevention Programs

Universal programs are designed for the general population, such as all students in a school.

Selective programs target groups at risk or subsets of the general population, such as poor school achievers or children of drug abusers.

Indicated programs are designed for people already experimenting with drugs.

(from the National Institute on Drug Abuse's website: <http://www.drugabuse.gov/Prevention/applying.html>)

List of Programs

Across Ages

Adolescent Transitions Program (ATP)

Adolescents Learning Positive Health Alternative Initiative (ALPHA)

Aggression Replacement Training (ART)

Aggressors, Victims & Bystanders: Thinking and Acting to Prevent Violence

AI's Pals: Kids Making Healthy Choices

All Stars (Core Program)

ATLAS (Athletes Training and Learning to Avoid Steroids)

CASASTART

Child Development Project [See Caring School Community Program]

Classroom Organization and Management Program (COMP)

Community of Caring

Caring School Community Program / Child Development Project

Class Action

Creating Lasting Family Connections (CLFC)

DARE To Be You (DTBY)

Facing History and Ourselves

Families and Schools Together (FAST)

Families That Care - Guiding Good Choices

Family Matters

Fast Track

Good Behavior Game (GBG)

Growing Healthy

I Can Problem Solve

KACM: Keep A Clear Mind

Let Each One Teach One Mentor Program

Life Skills Training (LST)

Linking the Interests of Families and Teachers

Lion's Quest Skills for Adolescence

Lion's Quest Working Towards Peace

Michigan Model for Comprehensive School Health

Minnesota Smoking Prevention Program

No Bullying Implementation Training

Olweus Bullying Prevention

Open Circle Curriculum

PeaceBuilders

Peacemakers Program: Violence Prevention for Students in Grades 4-8

Peers Making Peace (PMP)

Positive Action

Primary Mental Health Project (Primary Project)

Project ALERT

Project Charlie

Project Northland

Project STAR (Students Taught Awareness and Resistance)

Project Toward No Drug Abuse (TND)

Project TNT (Towards No Tobacco Use)

Promoting Alternative Thinking Strategies (PATHS)

Protecting You/ Protecting Me

Reconnecting Youth Program

Responding in Peaceful and Positive Ways (RIPP)

SAFE Children

Safe Dates

Say It Straight (SIS)

SCARE Program

Second Step

Skills, Opportunities and Recognition (SOAR) (Universal)

Social-Competence Promotion Program for Young Adolescents (SCPP-YA)

SMART Team: Students Managing Anger and Resolution Together

SMART Leaders

Social Decision Making/Problem Solving Program

Strengthening Families Program

Teenage Health Teaching Modules

Think Time Strategy

Too Good for Drugs

Program Descriptions

Across Ages *(Selective)*

Grades: 6-8

Across Ages is a school- and community-based drug prevention program for youth 9 to 13 years, that seeks to strengthen the bonds between adults and youth and provide opportunities for positive community involvement. The unique and highly effective feature of Across Ages is the pairing of older adult mentors (age 55 and above) with young adolescents, specifically youth making the transition to middle school. The program employs mentoring, community service, social competence training, and family activities to build youths' sense of personal responsibility for self and community. Specifically, the program aims to:

- Increase knowledge of health and substance abuse and foster healthy attitudes, intentions, and behavior toward drug use among targeted youth
- Improve school bonding, academic performance, school attendance, and behavior and attitudes toward school
- Strengthen relationships with adults and peers
- Enhance problem-solving and decision-making skills

The overall goal of the program is to increase the protective factors for high-risk students in order to prevent, reduce, or delay the use of alcohol, tobacco and other drugs and the problems associated with such use.

Contact: Andrea S. Taylor
Temple University, Center for Intergenerational Learning
1601 N. Broad Street, USB 206
Philadelphia, PA 19122
Phone: 215/204-6970 Fax: 215/204-6733

Adolescent Transitions Program (ATP) *(Selective)*

Grades: 6-9

ATP focuses on parenting practices and integrates the various alcohol, tobacco, and other drug-use prevention approaches within a comprehensive framework. It is based on a series of intervention trials that comprise the Parent Focus curriculum and on other intervention strategies, including working with high-risk teens in groups and directed strategies involving videotapes and newsletters. The findings from these studies indicate that parent interventions are needed for youth at high risk to reduce escalation of drug use, and repeated booster sessions are needed throughout the period of risk. These interventions were especially important because it was found that youth at high risk should not be placed together in groups because it can worsen problem behaviors, including those related to school and drug use.

Contact: Tom Dishion
Oregon Social Learning Center
160 E. 4th Ave.
Eugene, OR 97401
Phone: 541/485-2711, Fax: 541/485-7087

To Order: Independent Video Services
261 E. 12th Ave. #100
Eugene, OR 97401
Phone: 541/345-3455, Fax: 541/345-5951

Adolescents Learning Positive Health Alternative Initiative (ALPHA)

Grades: *Taught to 7-9 by 11-12*

ALPHA is a peer-led substance use prevention program that enlists socially prominent, drug-free 11th and 12th grade youth to introduce communication techniques, refusal skills, assertiveness skills, and decision making skills to 7th, 8th, and 9th grade youth. Peer leaders are selected by the student body, faculty, and school administrators and are trained in methods of classroom management and group facilitation.

A team of two or three peer leaders implements the program in junior high or middle school classrooms without teachers present. ALPHA teams are supervised by an in-school sponsor who oversees the program. The curriculum consists of 12 sessions administered over the course of 12 weekly sessions. Each session has clear learning objectives, training protocol, and classroom activities and incorporated both cognitive and affective experiences. Curriculum content strives to change the students' perceptions that drug use is expected to the notion that drug use is socially unacceptable.

Contact: Pam Streuter
Substance Abuse Division
Franklin Williamson Human Services, Inc.
1307 West Main

PO Box 365
Marion, IL 62959
Phone: 618/ 997-5336, ext. 6111, FAX: 618/ 993-2969

Aggression Replacement Training (ART)

Target Population: aggressive adolescents and young children

Aggression Replacement Training (ART) is a program for aggressive adolescents and young children that is administered by teachers or school counselors. The program seeks to enhance interpersonal skills, self-mediated ability to control anger, and a youth's concern for the rights and needs of others. The goal of ART is to improve psychological skill competence, anger control, and moral reasoning and social problem-solving skills.

ART is a multimodal, psychoeducational intervention for kindergarten through 12th grade that consists of skill-streaming, anger-control training, and training in moral reasoning. Skill-streaming utilizes modeling, role-playing, performance feedback, and generalization training to teach the curriculum of pro-social skills. In anger-control training, participating youths must bring to each session one or more descriptions of recent anger-arousing experiences and over the duration of the program they are trained in how to respond to their hassles. Moral reasoning is designed to enhance the youths' sense of fairness and justice regarding the needs and rights of others.

The rationale behind the program is to arm students with whatever is needed to behave in constructive, nonaggressive, and still-satisfying ways in school, at home, and in the community. Many youths are skilled in fighting, bullying, intimidating, harassing, and manipulating others. However, they frequently have inadequate skills in more socially desirable behaviors, such as negotiating differences, dealing appropriately with accusations, and responding effectively to failure, teasing, rejection, or anger. ART was designed to intervene in such antisocial behavioral excesses and pro-social behavioral deficits.

Although the ART curriculum has been offered in a variety of lengths, the 10-week sequence is the "core" curriculum. During these 10 weeks, participating youths typically attend three 1-hour sessions per week, one session each of skill-streaming, anger-control training, and training in moral reasoning. The ART training manual presents program procedures and the curriculum in detail and is available in both English and Spanish editions. ART has been implemented in school, delinquency, and mental health settings.

Contact: US Center for Aggression Replacement Training
mamendola@uscart.org
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13244
www.aggressionreplacementtraining.org/

Known Trainer : Becky Sue Roth
World Family Connections
<http://www.worldfamilyconnections.com>
email: info@worldfamilyconnections.com
888-294-2545

Aggressors, Victims & Bystanders: Thinking and Acting to Prevent Violence *(Selective)*

Grades: 6-8

This publication is part of the Teenage Health Teaching Modules a comprehensive health education curriculum for middle and high school students. This module analyzes habits of thought that promote, allow for, or prevent violence. In addition to considering the behaviors and motivations of people who commit acts of violence, the module addresses the roles that victims and bystanders play in violent situations. It explores how all three groups can respond differently to conflict. In 12 sessions, students learn and practice conflict-resolution skills that enable them to stay safe while maintaining self-respect and respect for others.

Contact: Erica Macheca, Center for School Health Programs
Education Development Center
55 Chapel Street,
Newton, MA 02458
Phone: 617-969-7101 (x2737)
FAX: 617-244-3436

To Order: Education Development Center, Inc.
P.O. Box 1020
Sewickley, PA 15143-1020
Phone: 800-793-5076
Fax: 412-741-0609
E-mail: edcorders@abdintl.com

AI's Pals: Kids Making Healthy Choices *(Universal)*

Ages: 3-8

AI's Pals: Kids Making Healthy Choices is a resiliency-based early childhood curriculum and teacher training program that develops personal, social, and emotional skills in children 3 to 8 years old. Using 46 interactive lessons, AI's Pals teaches children how to:

- Express feelings appropriately
- Use kind words
- Care about others
- Use self-control
- Think independently
- Accept differences
- Make friends
- Solve problems peacefully
- Cope
- Make safe and healthy choices
- Understand that tobacco, alcohol, and illegal drugs are not for children

The lessons use guided creative play, brainstorming, puppetry, original music, and movement to develop children's social-emotional competence and life skills. A nine-lesson booster curriculum is used in second or third grade with children who have previously received the full program.

Contact: Susan R. Geller
Wingspan, LLC
PO Box 29070
Richmond, VA 23242
Phone: 804-754-0100 Fax: 804-754-0200

All Stars (Core Program) *(Universal)*

Ages: 11 - 15 year olds

All Stars™ is a school- or community-based program designed to delay and prevent high-risk behaviors in middle school-age adolescents (11 to 14 years old), including substance use, violence, and premature sexual activity, by fostering development of positive personal characteristics. A highly interactive program, All Stars involves 9 to 13 lessons during its first year, and 7 to 8 booster lessons in its second year*.

All Stars is based on strong research that has identified the critical factors that lead young people to begin experimenting with substances and participating in other high-risk behaviors. The program is designed to reinforce positive qualities that are typical of youth at this age; it works to strengthen five specific qualities that are vital to achieving preventive effects:

- Developing positive ideals and future aspirations
- Establishing positive norms
- Building strong personal commitments
- Promoting bonding with school and community organizations
- Promoting positive parental attentiveness

All Stars is available in formats for delivery in schools as part of regular classroom instruction, and in after-school and community-based organizations and programs.

Contact: William Hansen
Tanglewood Research, Inc.
7017 Albert Pick Road, Suite D
Greensboro, NC 27409
Phone: 336-662-0090 Fax: 336-662-0099

ATLAS (Athletes Training and Learning to Avoid Steroids) *(Universal)*

ATLAS (Athletes Training and Learning to Avoid Steroids) is a multicomponent school-based program for male high school athletes (13 to 19 years old). It capitalizes on team-centered dynamics and uses positive peer pressure and role modeling to reduce the use of:

- Anabolic steroids
- Alcohol and other drugs
- Performance-enhancing supplements

Delivered to school sports team, with instruction led by student athlete peers and facilitated by coaches, ATLAS promotes healthy nutrition and exercise behaviors as alternatives to substance use. The 10-session curriculum is highly scripted and contains interactive and entertaining activities that make it easy and desirable to deliver, enhancing the fidelity of the intervention. The product of 10 years of research and field testing, ATLAS focuses specifically on adolescent male athletes' risk and protective factors.

Contact: Linn Goldberg, M.D.
Division of Health Promotion and Sports Medicine
Oregon Health Sciences University, CR 110
Portland, OR 97201
Phone: (503) 494-8051
Email: goldberl@ohsu.edu
Web site: www.atlasprogram.com

CASASTART *(Selective, Indicated)*

Ages: 8-13

CASASTART (Striving Together to Achieve Rewarding Tomorrows) is a community-based, school-centered program designed to keep high-risk preadolescents (8 to 13 years old) free of drug and crime involvement. The central notion underlying the program is that while rates of experimentation with drugs and alcohol are similar for preadolescents from all backgrounds, those who lack effective human and social support are at higher risk of continuing and intensifying substance abuse.

Using an intensive and coordinated marriage of preventive services and community-based law enforcement, CASASTART addresses the individual needs of participants as well as the broader problems of their families and communities. It operates on three levels to:

- Build resiliency in the child
- Strengthen families
- Make neighborhoods safer for children and their families

The program brings together key stakeholders in a community or neighborhood (schools, law enforcement, social services, and health agencies) under one umbrella and provides case managers to work daily with high-risk children.

Contact: Lawrence F. Murray
The National Center on Addiction and Substance Abuse at Columbia University
633 Third Ave, 19th Floor
New York, NY 10017-6706
Phone: 212-841-5200, Fax: 212-956-8020

Child Development Project *[See Caring School Community Program]*

Classroom Organization and Management Program (COMP)

Audience: Teachers/Staff of grades 1-9

COMP is a supplemental program of six training modules to help teachers and other school staff improve their instructional and behavioral classroom management skills and/or help trainers train others in this skill area. It is intended to supplement other professional development activities and provides the necessary foundational management skills on which other academic and instructional programs must build. It is taught to classroom teachers and others through workshops and can be implemented in a school's own professional development program. The program has three focuses: planning, implementing, and maintaining classroom management skills.

In evaluation studies, students who were in classes of teachers trained in the classroom management workshops made significantly higher gains on achievement tests than students in control group classes. Teachers who participated in training workshops used the effective practices to a greater extent, and students had significantly less off-task, inappropriate, and disruptive behavior, and had greater success in lessons.

Contact: Alene H. Harris, Ph.D. or Linda Marini
347 Wyatt Center, Box 330, GPC Vanderbilt University
Nashville, TN 37203
Phone: 615-343-1493

Community of Caring

Grades: K-12

The primary focus of Community of Caring (CoC) is to strengthen the decision-making skills that young people need to avoid the destructive behaviors that lead to early sexual involvement, teen pregnancy, substance abuse, delinquent behavior, and dropping out of school. This program was initially developed for secondary schools and has now expanded into a fully K-12 character education program.

Students that participated in the program gained knowledge of risks and consequences related to early sexual activity and other high-risk behaviors; increases in positive attitudes toward sexual and substance abstinence and the value of school and family relationships; lower rates of pregnancies, smoking, drinking, and disciplinary actions; and gains in grade-point averages, school attendance, and enrollment status. The program also reported that students considered as higher-risk their peers for early pregnancy and substance use were more likely to postpone sexual activity until after high school and less likely to use alcohol or tobacco.

Contact: Community of Caring, Inc.
1325 G Street NW
Washington, DC 20005
Phone: 202-393-1251 Fax: 202-824-0351

Caring School Community Program / Child Development Project *(Universal)*

Grades: K-6

Derived from the research-proven and award-winning Child Development Project™, Caring School Community™ is a streamlined and affordable program designed to build students' "sense of community" in school. It includes materials and training on four key components of the former CDP program:

- class meetings
- cross-grade buddies
- parent involvement activities
- schoolwide activities

All four components focus on building relationships and a common purpose—Establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. With overlapping and related components, CSC is structured to have positive effects within the classroom, in the school at large, and between school and home. A flexible and cost-effective program, CSC can be adopted and implemented over a one- to two-year period with only moderate staff development.

Fostering a sense of community in school has been demonstrated to have broad and lasting effects. When educators meet students' basic needs for close, caring relationships and a sense of competence and contribution, they help their students adopt the school's values and goals. Students strive to fit in and to succeed in such schools, just as they try to emulate parents to whom they feel close. When a school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

Caring School Community™ (CSC) is designed to provide the following benefits for students, teachers, and parents:

School Climate

- Foster trust and respect between teachers and students
- Promote a cooperative, caring school and classroom environment
- Build acceptance of other points of view and an appreciation of diversity
- Address teacher morale by strengthening bonds among teachers and building their own sense of community and belonging

Family Involvement

- Strengthen connections between school and home
- Foster the school community's respect for and appreciation of each family's culture and values
- Reach parents who have not previously participated in school-related activities
-

Academic Motivation

- Promote parental involvement in children's learning

- Enhance students' problem-solving skills
- Boost students' desire to learn
-

Character Education / Social and Emotional Learning

- Promote commitment to being fair, caring, respectful, and responsible citizens
- Heighten empathy and understanding of others
- Improve conduct in school
- Develop students' conflict resolution skills

Contact: Email Denise Wood at info@devstu.org, Public Information Coordinator, or call her at 800-666-7270 ext. 239.

Class Action *(Universal)*

Ages: High School Students

Class Action is part of the Project Northland school-based alcohol-use prevention curriculum series that significantly reduces increased alcohol use and binge drinking by high school students. A program for youth in grades 9 through 12, Class Action—

- Delays the onset of alcohol use
- Reduces use among youth who have already tried alcohol
- Limits the number of alcohol-related problems experienced by young drinkers

Based on the social influences theory of behavior change, the Class Action curriculum uses interactive, peer-led sessions to discuss and debate the consequences of substance abuse, thus changing the social norms around alcohol use and changing negative peer pressure into positive peer pressure. The Class Action intervention develops resistance, decision-making, social competence, and leadership skills. It can be used as part of the Project Northland series or as a stand-alone program. Results highlighted here, and reviewed by NREPP, come from communities that were part of a Project Northland study.

Contact: Ann Standing
 Hazelden Publishing and Educational Services
 Center City, MN 55012-0176
 Toll-free: 800-328-9000
 Email: astanding@hazelden.org
 Web site: www.hazelden.org

Creating Lasting Family Connections (CLFC) *(Universal, Selective, Indicated)*

Ages: 9 to 17 years

Creating Lasting Family Connections (CLFC) is a comprehensive family strengthening, substance abuse, and violence prevention curriculum that has scientifically demonstrated that youth and families in high-risk environments can be assisted to become strong, healthy, and supportive people. Program results, documented with children 11 to 15 years, have shown significant

increases in children's resistance to the onset of substance use and reduction in use of alcohol and other drugs. CLFC provides parents and children with strong defenses against environmental risk factors by teaching appropriate skills for personal growth, family enhancement, and interpersonal communication, including refusal skills for both parents and youth.

Contact: Ted N. Strader, M.S.
Council on Prevention and Education: Substances, Inc. (COPES)
845 Barret Avenue
Louisville, KY 40204
Phone: 502-583-6820 Fax: 502-583-6832
Email: tstrader@sprynet.com
Web site: www.copes.org/include/clfc.htm

DARE To Be You (DTBY) *(Universal, Selective)*

Ages: 2 to 5

DARE To Be You (DTBY) is a multilevel, primary prevention program for children 2 to 5 years old and their families. It significantly lowers the risk of future substance abuse and other high-risk activities by dramatically improving parent and child protective factors in the areas of communication, problem solving, self-esteem, and family skills. Program interventions are designed to:

- Improve parents' sense of competence and satisfaction with being a parent
- Provide parents with knowledge and understanding of appropriate child management strategies
- Improve parents' and children's relationships with their families and peers
- Boost children's developmental levels

DTBY program materials are available in English and Spanish.

Contact: Jan Miller-Heyl, M.S.
Colorado State University
Cooperative Extension
215 N. Linden, Suite
Cortez, CO 81321
Phone: 970-565-3606 Fax: 970-565-4641
Email: darecort@coop.ext.colostate.edu
Web site: www.coopext.colostate.edu/DTBY/

Facing History and Ourselves *(Universal)*

Facing History and Ourselves is a national educational and professional development organization focused upon citizenship education. The organization's mission is centered on helping students and teachers confront the complexities of history in ways that promote critical thinking and moral behavior. Through a partnership with Facing History's Memphis office, in-depth training is available for Tennessee teachers.

Contact: Michele Phillips at (901) 452-1776 or via e-mail at michele_phillips@facing.org for more information. Website: www.facinghistory.org

Families and Schools Together (FAST) *(Universal, Selective, Indicated)*

Ages: 4-13

Families and Schools Together (FAST) is a collaborative parent-professional partnership, early intervention multi-family program for pre-school, elementary and middle school youth, ages 4 through 13, who are at risk for alcohol and other drug abuse, school failure, and juvenile delinquency. The program builds protective factors on multiple levels around children identified by teachers as being at risk for failure in school. FAST is now being implemented in over 450 schools in 31 states and five countries. The program targets families with 4- through 13-year-old children. FAST is an 8-week, multi-family group process structured to build social connections and reduce social isolation. FAST activities include 1) an outreach process by trained FAST team partners who invite whole family participation in FAST with face-to-face visits at the parents' convenience, 2) an eight- week, multi-family engagement process for 8-12 families facilitated by a trained parent- professional partnership, and 3) an ongoing two-year FASTWORKS reunion process of monthly multi- family meetings of FAST graduates, run by the families and supported by the team.

Contact: Lynn McDonald Families and Schools Together
Wisconsin Center for Education Research
University of Wisconsin-Madison
1025 W. Johnson Street
Madison, WI 53706
Phone: 608-263-9476 Fax: 608-263-6448

Families That Care - Guiding Good Choices *(Universal)*
(formerly known as - Preparing for the Drug-Free Years)

Audience: Parents of children ages 9-14

Families That Care -- Guiding Good Choices is a multi-media skills training program. It is built upon the Hawkins and Catalano social development strategy that increases protective factors and lowers the risk factors that exist in families. The curriculum consists of five competency-training sessions for parents; one of these sessions is attended by young adolescents and parents together. Each session utilizes video segments, workbook exercises and guided discussions to meet clearly defined objectives. Workshops are conducted by trained workshop leaders from the community. Long-term results indicate reductions in children's antisocial behavior, improved academic skills, better bonding to prosocial others and fewer incidents of drug use in school.

To Order: Channing Bete Company
One Community Place
South Deerfield, MA 01373-0200
Phone: 877/896-8532, FAX: 800/499-6464
PrevSci@channing-bete.com

Family Matters *(Universal)*

Ages: 12-14

Family Matters is a family-directed program that reduces adolescents' alcohol and tobacco use. It involves successive mailings of four booklets to families and follow-up telephone discussions with health educators after each mailing. The four booklets contain reading materials and activities intended to influence 1) Family participation in the program. 2) Family characteristics not specific to alcohol and tobacco use, such as parent supervision, communication skills, and attachment 3) Alcohol- and tobacco-specific factors, such as family encouragement and discouragement of substance use; family rules concerning use; and ways to monitor use 4) Variables that originate outside the family that can influence adolescent substance use, such as peers and mass media.

Family Matters is designed for general populations, optimizes family participation, and can be broadly disseminated.

Program materials can be viewed and downloaded at the Family Matters Web site, located at <http://www.sph.unc.edu/familymatters/index.htm>

Contact: Karl E. Bauman, Ph.D.

Department of Health Behavior and Health Education

School of Public Health

University of North Carolina at Chapel Hill

Rosenau Hall, CB#7440

Chapel Hill, NC 27516

Phone: 919/929-6572 Fax: 919/960-5054

Fast Track *(Universal, Selective)*

Grades: 1-6

Fast Track is a long-term program that targets chronic and severe conduct problems of children through interventions with the school, home and individual student. The program contains both universal and selective levels of intervention. The universal intervention is a primary prevention strategy directed at all first- through fifth-grade children to strengthen the skills needed for successful adaptation to school and to prevent the emergence of school adjustment difficulties. The goal of the universal intervention is to reduce the disruptiveness of the classroom and improve its manageability by the teacher. These changes reduce the level of stimulation for inappropriate behavior on the part of high risk children who receive the selective intervention. Classroom teachers are trained by Fast Track staff in the use of the Promoting Alternative Thinking Strategies (PATHS) curriculum.

The high-risk children are identified in kindergarten by their disruptive behavior at school and at home. They receive a program of services that extends from first grade through the end of middle school. It is most intensive in first grade, consisting of parent and child skill building groups, home visits with families, a peer relations component at school, reading tutoring, and school-based case management. The frequency of groups is reduced in successive grades but involves a more intense intervention again at the transition into middle school, where parenting and youth support services continue along with mentoring and support for identity and vocational development.

The program was evaluated for over 900 high-risk youth from four different US communities, who received the program during their first, second, and third grade years. Evaluators found that 11% fewer students in the program were diagnosed with an Individual Education Plan (students showing a need for special education attention), than students not participating in the program.

Contact: Kenneth Dodge
John F. Kennedy Center
Box 88 Peabody College
Vanderbilt University
Nashville, TN 37203
(615) 343-8854
www.fasttrackproject.org

Good Behavior Game (GBG) (Universal)

Grades: Early Elementary

Program Overview:

The Good Behavior Game (GBG) is a classroom management strategy designed to improve aggressive/disruptive classroom behavior and prevent later criminality. It is implemented when children are in early elementary grades in order to provide students with the skills they need to respond to later, possibly negative, life experiences and societal influences.

Program Targets:

The program is universal and can be applied to general populations of early elementary school children, although the most significant results have been found for children demonstrating early high-risk behavior.

Program Content:

The Good Behavior Game is primarily a behavior modification program that involves students and teachers. It improves teachers' ability to define tasks, set rules, and discipline students, and allows students to work in teams in which each individual is responsible to the rest of the group. Before the game begins, teachers clearly specify those disruptive behaviors (e.g., verbal and physical disruptions, noncompliance, etc.) which, if displayed, will result in a team's receiving a checkmark on the board. By the end of the game, teams that have not exceeded the maximum number of marks are rewarded, while teams that exceed this standard receive no rewards. Eventually, the teacher begins the game with no warning and at different periods during the day so that students are always monitoring their behavior and conforming to expectations.

Program Outcomes:

Evaluations of the program have demonstrated beneficial effects for children at the end of the first grade and positive outcomes at grade 6 for males displaying early aggressive behavior. At the end of first grade, GBG students, compared to a control group, had:

- Less aggressive and shy behaviors according to teachers, and
- Better peer nominations of aggressive behavior.

At the end of sixth grade, GBG students, compared to a control group, demonstrated:

- Decreases in levels of aggression for males who were rated highest for aggression in the first grade.

Contact: Sheppard G. Kellam, Ph.D.
 American Institutes for Research
 1000 Thomas Jefferson Street, NW
 PRC, STE 400
 Washington, DC 20007
 Phone: 202-944-5418
 Email: skellam@air.org
 Website: www.bpp.jhu.edu

Growing Healthy

Grades: K-6

Growing Healthy emphasizes one health education topic each year throughout elementary school. Drug information and resistance skills are infused into health units. There is a strong emphasis on cooperative learning and goal setting. Material on conflict resolution and violence prevention is integrated into the curriculum. Growing Healthy was found to reduce tobacco use 29 percent by the ninth grade.

Contact: Elaine M. Sheehan, M.Ed.
 National Center for Health Education
 Phone: 212/594-8001 x. 31
 To Order: Nasco
 901 Janesville Avenue
 Fort Atkinson, WI 53538
 Phone: 800-551-3488 Fax: 920-563-8296

I Can Problem Solve *(Universal)*

Grades: PK – 5

I Can Problem Solve (ICPS) is an interpersonal problem-solving curriculum with 59-83 lessons per year designed to prevent anti-social behaviors and help children acquire the skills to generate solutions to everyday problems, consider others' points of view and possible consequences to an act, and arrive at nonviolent solutions to conflict.

ICPS serves as an effective violence prevention program by helping children think of nonviolent ways to solve everyday problems.

ICPS teaches children how to think, not what to think. It is a self-contained program that involves the use of games, stories, puppets, and role plays to make learning enjoyable. Each lesson contains a teacher script, reproducible illustrations, and a list of readily available materials.

Contact: Myrna B. Shure
 Dept. of Psychiatry, Drexel University
 245 N. 15th Street, MS 626

Philadelphia, PA 19102
Publisher: Research Press, Publisher Phone: 800-519-2707

KACM: Keep A Clear Mind *(Universal)*

Grades: 4-6 with parents

KACM: Keep a Clear Mind is a parent/child substance abuse prevention program for families with children in grades four through six. This home-based program uses a correspondence format and consists of four weekly lessons on alcohol, tobacco, marijuana, and tools to avoid drugs. KACM's overall goal is to increase parent/child communication regarding drug prevention and to develop specific youth beliefs and skills to refuse and avoid drug use. The program also helps modify both children's beliefs regarding peer drug use and their ability to resist peer pressure to experiment with drugs.

Contact: Michael Young
Health Education Projects Office
University of Arkansas
Phone: 501-575-5639

Let Each One Teach One Mentor Program

Let Each One Teach One (LEOTO) Mentor Program is specifically for at-risk, black male adolescents. The goals of the program center on increasing the academic success of students. The program measures its effectiveness by monitoring improved grades, enhanced self-efficacy, improved behavioral conduct, improved self-perceptions, fewer office referrals, fewer suspensions, and improved attendance.

Contact: Vicki Tomlin
Let Each One Teach One Mentor Program
Denver Public Schools
4051 S. Wabash St.
Denver, CO 80237
Telephone: 303-796-0414 Fax: 303-796-8071
E-mail: vtomlin@uswest.net

Life Skills Training (LST) *(Universal)*

Grades: 6-8

Life Skills Training is a nationally recognized alcohol, tobacco and drug prevention program developed by Cornell University. The program targets students in grades 6, 7 and 8 and has been proven to significantly reduce tobacco and illicit drug use. A three-year grant enables us to underwrite all out-of-pocket expenses (training and materials) associated with the implementation of this program. For more information, go to www.lifeskillstraining.com, or please contact Kami Bruner at (615) 253-6379 or Kami.Bruner@tennessee.edu.

Linking the Interests of Families and Teachers *(Universal)*

Linking the Interests of Families and Teachers (LIFT) is a universal prevention program that targets for change those child and parent behaviors considered most relevant to the development of adolescent delinquent, violent, and related behaviors. Specifically addressed are a child's oppositional, defiant, and socially inept behaviors and a parent's discipline and monitoring behaviors. The three major components of the program are classroom-based child social and problem-solving skills training, playground-based behavior modification, and group-delivered parent training. The program is designed for delivery to first-grade and fifth-grade children and their parents.

LIFT interventions target both children and parents to affect child problem behaviors and parent discipline and monitoring. Elementary school is the first point at which most children enter a service system that includes a broad cross section of the population, and is therefore the ideal setting for providing a population-level intervention relevant to children.

Classroom activities, sometimes in the form of playground activities, occur for one hour, twice a week for 10 weeks. Parents receive training, either after school or in the evenings. Sessions are held for two hours, once a week for six weeks. The entire cycle of program components takes 10 weeks, but communication is fostered throughout the school year. Curricula, instructions to trainers, videotapes, and handouts are available for classroom and parent components.

Contact: J. Mark Eddy
Linking the Interests of Families and Teachers
Oregon Social Learning Center
160 East 4th Ave.
Eugene, OR 97401
Telephone: 541-485-2711 Fax: 541-485-7087
E-mail: marke@oslc.org
Web site: <http://www.oslc.org/>

Lion's Quest Skills for Adolescence *(Universal)*

Grades: 6-8.

Lion's Quest Skills for Adolescence is a comprehensive youth development program that brings together educators, parents, and members of the community to support the development of life and citizenship skills in young adolescents in Grades 6-8. The program comprises five key components that address different aspects of young people's lives: (1) school curriculum; (2) parent involvement; (3) positive school climate; (4) community involvement; and (5) school staff training and follow-up supports. The program is school-based and intended for use in a variety of school settings with youth of diverse ethnicity and socioeconomic status.

Contact: Quest International
1984 Coffman Rd.
Neward, OH
Phone: 740-522-6400 Fax: 740-522-6580

Lion's Quest Working Towards Peace

Ages: 10-14

Lions-Quest Working Toward Peace (WTP) is a school-based, comprehensive program designed to teach and reinforce a repertoire of anger management and conflict resolution skills. It brings together the school, the family, peers, community, and the media in a network of support to teach and reinforce anger and conflict management skills. The major goals of the program are to help students understand the value of peaceful conflict resolution; to student peaceful role models; and to learn ways to manage anger and resolve conflicts peacefully.

Contact: Quest International
1984 Coffman Rd.
Neward, OH
Phone: 740/522-6400, FAX: 740/522-6580

Michigan Model for Comprehensive School Health *(Universal)*

Grades: K-12

The Michigan Model consists of 40 lessons per year that address all the elements of prevention. Included is coverage of alcohol, tobacco and other drugs. The Michigan Model emphasizes resistance skills training within the context of social and personal skills training; provides instruction for teachers as well as opportunities for student practice. It uses interactive teaching techniques and provides assistance for teachers on class discussion procedures.

The Michigan Model was found to reduce smoking, drinking, marijuana, cocaine and other drug use at a one-year follow-up.

Contact: Michigan Department of Community Health
3423 N. Martin Luther King Blvd.
Lansing, MI 48909
Phone: 517-335-8390

Minnesota Smoking Prevention Program

Grades: 6-10

The Minnesota Smoking Prevention Program has a six session, evaluated and highly focused curriculum with a peer leader component. Special emphasis is placed on critical elements of social influences including normative education and a lesson on how to analyze advertising pressures. It also covers refusal skills. When combined with a community-wide intervention the program has shown a reduction in smoking up to six years.

Contact: Hazelden Publishing and Education
PO Box 176

Center City, MN 55012-0176
Phone: 800-328-9000

No Bullying Implementation Training

Grades: Elementary and Middle

Bullying behaviors can have a significant impact on the safety and climate of our schools. Implementation training and program materials for the Johnson Institute's No Bullying program are available for elementary and middle school teams committed to addressing this problem.

Visit our website for periodic free trainings and materials at <http://www.tennessee.gov/education/sp/sptssc.htm> or call Mike Herrmann at (615) 741-3248. Mr. Herrmann can be reached by email at Mike.Herrmann@state.tn.us.

Developer: Johnson Insititute
7205 Ohms Lane
Minneapolis, MN 55439
800-231-5165

Olweus Bullying Prevention *(Universal, Indicated)*

Ages: 6- 14 years

Olweus Bullying Prevention is a multilevel, multicomponent school-based program designed to prevent or reduce bullying in elementary, middle, and junior high schools (students 6 to 15 years). The program attempts to restructure the existing school environment to reduce opportunities and rewards for bullying. School staff is largely responsible for introducing and implementing the program. Their efforts are directed toward improving peer relations and making the school a safe and positive place for students to learn and develop.

While intervention against bullying is particularly important to reduce the suffering of the victims, it is also highly desirable to counteract these tendencies for the sake of the aggressive student, as bullies are much more likely than other students to expand their antisocial behaviors. Research shows that reducing aggressive, antisocial behavior may also reduce substance use and abuse.

Free trainings and curricula will be offered by the Tennessee School Safety Center (<http://www.tennessee.gov/education/sp/sptssc>) in 2005-2006.

Additional Contact Information: Marlene Snyder, PhD
Research Associate
Institute on Family & Neighborhood Life
Clemson University
Phone: 864-710-4562
E-mail: nobully@clemson.edu

Open Circle Curriculum

Grade: K-5

The Open Circle Curriculum is the classroom component of the Reach Out to Schools: Social Competency Program. It is a grade-differentiated, multi-year, social and emotional learning curriculum targeting elementary school students. This curriculum focuses on three areas: communication, self-control, and social problem-solving. The program has three goals: to strengthen participating students' social competency skills in communication, self-control, and interpersonal problem-solving; to promote the creation of growth-fostering relationships among participating students and between these students and the adults in their lives; and to build a sense of community in classrooms and schools by providing a common "language" that fosters communication among students and between students and their teachers.

Contact: Pamela Seigle
Reach Out to Schools: Social Competency Program
106 Central St.
Wellesley, MA 02481-8203
Phone: 781-283-3778 Fax: 781-283-3717

PeaceBuilders

Grades: K-5

PeaceBuilders is for students of mixed ethnicity and has been tested in urban and suburban elementary schools. PeaceBuilders should be viewed as a way of life rather than a program because it attempts to change the characteristics of the school setting that trigger aggressive, hostile behavior. This program seeks to increase the availability of prosocial models to enhance social competence and decrease the frequency and intensity of aggressive behaviors. Researchers found that this program improved students' social competence (especially if students had two years of exposure to the program) and buffered expected increases in their aggressive behavior.

Contact: Michael I. Krupnick
Heartsprings, Inc.
PO Box 12158
Tucson, AZ 85732
Phone: 877-4 PEACE NOW or 520-322-9977

Peacemakers Program: Violence Prevention for Students in Grades 4-8

This is a school-based violence prevention intervention. Its goal is to reduce aggression and violence among participating youth. Aggressive behavior is reduced across a broad spectrum of severity, ranging from hurtful speech, to physical fighting, use of weapons. The Peacemakers Program attempts to positively change violence-related attitudes and to train students in conflict-related psychosocial skills, including anger management, unbiased social perception, conflict avoidance, problem-solving, and assertiveness.

Contact: Jeremy Shapiro

Applewood Centers, Inc.
2525 East 22nd St.
Cleveland, OH 44115
Phone: 216-696-6592 Fax: 216-696-6592

Peers Making Peace (PMP)

Grades: K-12

Peers Making Peace (PMP) is a peer-mediation program that uses a preventive approach for handling conflicts both in and out of school. The program's goal is to improve school environments by reducing violence, assaults, discipline referrals, and increasing academic performance. This is accomplished by training teams of students to act as peer mediators on their school campuses.

The evaluation of the Peers Making Peace program used a pre-post, quasi-experimental design with six experimental and six comparison schools that were regarded as similar based on demographics, socioeconomic levels, population, and incidence of violence and substance use. Results demonstrated that experimental schools experienced a drop of 73% in expulsions while comparison schools experienced an increase of 6.2% a drop of 90.2% in assaults while comparison schools experienced an increase of 33%, and a drop of 57.7% in discipline referrals while the comparison schools experienced an increase of 8.4%. Results were uniformly positive in the experimental schools.

Contact: Susan Armoni
Peacemakers Unlimited, Inc.
2095 N. Collins Blvd. Suite 101
Richardson, TX 75080
Phone: 972-671-9550 Fax: 972-671-9549

Positive Action

Grades: K-8

Positive Action consists of integrated kindergarten through eighth grade classroom curricula, school preparation and teacher training, a school-wide climate-change program, a family program, and a community involvement program. The goals of PA are to improve individuals, families, schools, and communities by teaching that doing positive actions help them develop positive identities. Each goal has individual objectives which include decreasing drug, alcohol, and tobacco use, and decreasing incidents of violent behavior or misconduct.

The program reported favorable outcomes for Positive Action students in the areas of substance use, violence, other crimes, truancy/absenteeism, academic achievement, and student self-concept.

Contact: Carol Gerber Allred
Positive Action Inc.
264 4th Ave. South

Twin Falls, ID 83301
Phone: 208/733-1328 or 800/345-2974 FAX: 208/733-1590
E-mail: info@positiveaction.net

Primary Mental Health Project (Primary Project)

Grades: PK-3

Primary Mental Health Project is a school-based early intervention program for young children who show evidence of early school adjustment difficulties. As an indicated prevention program, it targets children deemed "at risk" and not those with already crystallized serious dysfunction. Through therapeutic interventions in a one-to-one setting, the program aims to address risk and protective factors by detecting, reducing, and/or preventing social, emotional, and school adjustment difficulties, and seeks to enhance learning and adjustment skills and other school-related competencies. It accomplishes these goals through five structural components: focus on young children; early and systemic screening and selection; use of paraprofessionals for district services; role change of school-based mental health professionals; and ongoing evaluation. Several studies have shown decreases in adjustment problems for children receiving program services as compared to children awaiting services. The program has also demonstrated a decline in teacher ratings of learning problems and shy-anxious behaviors, and in increase in task orientation and peer social skills. Long-term effects were found up to five years after the intervention that showed treatment children to be better adjusted than a demographically comparable group.

Contact: Deborah B. Johnson
Children's Institute
274 N. Goodman, Suite D103
Rochester, NY 14607
Phone: 877-888-7647 or 585-295-1000 Fax: 585-295-1090

Project ALERT *(Universal, Selective)*

Grades: 6-8

Project ALERT is a social resistance-skills curriculum for ethnically mixed students consisting of 11 weekly lessons in the sixth or seventh grade and three booster lessons in the seventh or eighth grade. Key components include counteracting beliefs that most people use drugs, developing reasons not to use drugs, identifying the sources of pressures to use drugs, and building a repertoire of skills to resist pro-drug pressures. Parent involvement is encouraged through home learning opportunities. Research shows that Project ALERT has decreased marijuana and alcohol use among seventh graders and marijuana and cigarette use among eighth graders.

To Order: Best Foundation
725 S. Figueroa Street, Suite 1615
Los Angeles, CA 90017-5416
Phone: 800-ALERT-10 Fax: 213/623-0585
E-mail: info@projectalert.best.org

Project Charlie *(Universal, Selective)*

Grades: K – 12

Project Charlie is an international prevention education program based on teaching social skills that promote resiliency and positive youth development. The different programs were written for universal and selected audiences. Through curriculum and training, Project Charlie programs teach and support a "life skills " approach. They equip educators and parents with the skills and information they need to teach children these important skills. Research indicates that the social skills or social development model that is used in all Project Charlie programs is effective in deterring adolescent alcohol, tobacco and other drug use and abuse. In addition, it helps to reduce other at risk behaviors such as violence while promoting positive attitudes, values and behaviors. As a result young people tend to grow up to be caring, responsible and productive citizens. Project Charlie lends itself to a wide range of cultures with its focus on individual uniqueness, respecting differences and creation of a culture of exclusivity.

Project Charlie programs include both school and family curriculum for the prevention of drug abuse, child physical and sexual abuse, and violence for elementary, middle and high school age young people. All Project Charlie curricula are age-specific, developmentally appropriate and culturally sensitive. They teach social skills and provide opportunities for all students to practice these skills in a safe classroom or group environment. Project Charlie programs are extremely engaging with lessons that are highly interactive and experiential. Project Charlie originated in 1976 and developed by a grass-roots community group that soon became a part of the Storefront Group, a non-profit human service agency. Project Charlie programs have been implemented in hundreds of schools and communities throughout the United States, the Virgin Islands, Canada and several other foreign countries around the world.

Contact: Marion London
64258 Nicollet Avenue, South
Richfield, MN
Phone: 612-861-1675 Fax: 612-861-3446
E-mail: mlondon@storefront.org

Project Northland *(Universal)*

Grades: 6-8

Project Northland is a multilevel, three-year alcohol use prevention/intervention program. It includes alcohol prevention curricula, activities to link students to the community, and parent participation in alcohol education. The project also offers students school-based opportunities for alcohol-free extracurricular activities. At the end of the student's eighth grade year, significantly fewer students in the intervention districts (24 percent of eighth graders) reported using alcohol in the past month than those in the comparison districts (29 percent of eighth graders).

Contact: Ann Standing
Hazelden Information and Educational Services
15251 Pleasant Valley Road, PO Box 176

Center City, MN 55012
Phone: 800/328-9000 ext. 4030, FAX: 651/213-4577

Project STAR (Students Taught Awareness and Resistance) *(Universal)*

Grades: 5-8

Project STAR, also known as the Midwestern Prevention Project (MPP), is a comprehensive, community-based drug abuse intervention program that uses school, mass media, parent education, community organization, and health policy programming to prevent and reduce tobacco, alcohol, marijuana, and other drug use by adolescents. Developed by the University of Southern California, the project first offers a series of classroom-based sessions for the school program during middle school that continue with the parent, media, community, and policy components. Project successes include the net reduction of 40 to 70 percent in drug use, including up to 40 percent in daily smoking among participants in the program thus far through early adulthood.

Contact: Ewing Marion Kauffman Foundation
4801 Rockhill
Kansas City, MO 64110-2046
Phone: 816-932-1000

Project Toward No Drug Abuse (TND) *(Selective, Indicated)*

Grades: 9th - 12th

Project Toward No Drug Abuse (TND) is a highly interactive program designed to help high school youth (14 to 19 years old) resist substance use. A school-based program, TND consists of twelve 40- to 50-minute lessons that include motivational activities, social skills training, and decision making components that are delivered through group discussions, games, role-playing exercise, videos, and student worksheets. Project TND teaches participants increased coping and self-control skills that allow them to:

- Grasp the cognitive misperceptions that may lead to substance use and express a desire not to abuse substances
- Understand the sequence of substance abuse and the consequences of using substances
- Correct myths concerning substance use
- Demonstrate effective communication, coping, and self-control skills
- State a commitment to discuss substance abuse with others

Project TND was tested with White, African-American, Hispanic/Latino, and Asian-American adolescents, 14 to 19 years old, attending both regular and alternative schools.

Contact: Steve Sussman
IPR-USC
1000 S. Fremont Avenue, Unit 8
Alhambra, CA 91803

Phone: 626-457-6635 Fax: 626-457-4012
E-mail: ssussma@hsc.usc.edu

Project TNT (Towards No Tobacco Use) *(Universal)*

Grades: 5-9

Project TNT is a normative curriculum that consists of 10 sessions in the first year and a 2 session booster component. It puts strong emphasis on following the curriculum as written. It includes a public commitment not to use tobacco, an ongoing game used to reinforce and preview program concepts and skills as well as to promote classroom management. It helps students understand how they can disagree or say no and still keep their friends. Project TNT has been found to reduce initiation and weekly use of cigarettes and smokeless tobacco for at least 2 years.

Contact: Sue Wald
ETR Associates
PO Box 1830
Santa Cruz, CA 95061-1830
Phone: 800-321-4407 Fax: 800-435-8433

Promoting Alternative Thinking Strategies (PATHS) *(Universal)*

Grades: K-6

Promoting Alternative Thinking Strategies (PATHS) is a research-based classroom curriculum that has been proven effective in reducing violence and teaching emotional literacy, interpersonal competence, and social problem-solving skills to children in grades K-6. PATHS has been shown to be highly effective in both regular and special education classrooms in public and private schools.

To Order: Channing Bete Company, Inc.
One Community Place
South Deerfield, MA 01373-0200
Phone: 877/736-2630, FAX: 800/499-6464
PrevSci@channing-bete.com

Protecting You/ Protecting Me

Grades: 1st - 5th

Protecting You/Protecting Me® (PY/PM) is a 5-year, classroom-based alcohol- use prevention curriculum for elementary students in grades one through five (6 to 11 years old). Designed to reduce alcohol-related injury and death in our nation's youth, PY/PM:

- Is proven to change children's knowledge about their brains and personal development
- Increases children's intentions not to ride with an impaired driver

- Improves children's vehicle safety skills—their ability to protect themselves when they have no option but to ride with an adult who is not alcohol-free

Because the program is delivered in elementary school, it reaches children before they have fully formed their attitudes toward alcohol. The curriculum:

- Incorporates the latest research on human brain development
- Focuses on the immediate risks of using alcohol before age 21
- Includes parental involvement activities

The program can be taught by trained high school students, as well as by teachers, with high school student teachers deriving short-term outcomes including reduced alcohol use and increased perceptions of the risks of underage alcohol use.

All program materials are available in English and Spanish.

Contact in Tennessee: Mike Post
MADD TN
615-414-3270

Reconnecting Youth Program

Grades: 9-12

Reconnecting Youth is a school-based **indicated** prevention program that targets young people in grades 9 through 12 who show signs of poor school achievement and potential for dropping out of high school. They also may show signs of multiple problem behaviors (such as substance abuse, depression, and suicidal ideation). The program teaches skills to build resiliency with respect to risk factors and to moderate the early signs of substance abuse.

To enter the program, students must have fewer than the average number of credits earned for their grade level, have high absenteeism, and show a significant drop in grades. Or a youth may enter the program if he or she has a record of dropping out or has been referred as a significant dropout risk.

The program incorporates social support and life skills training with the following components:

- Personal Growth Class, a semester-long, daily class designed to enhance self-esteem, decision-making, personal control, and interpersonal communication;
- Social Activities and School Bonding, to establish drug-free social activities and friendships, as well as improving a teenager's relationship to school; and
- School System Crisis Response Plan, for addressing suicide prevention approaches.

Research shows that this program improves school performance; reduces drug involvement; decreases deviant peer bonding; increases self-esteem, personal control, school bonding, and social support; and decreases depression, anger and aggression, hopelessness, stress, and suicidal behaviors. Further analysis indicates that the support of Personal Growth Class teachers contributes to decreases in drug involvement and suicide risk behaviors.

Contact: Reconnecting Youth
National Educational Service
1252 Loesch Road
P.O. Box 8, Station T1
Bloomington, IN 47404
(800) 733-6786 Fax (812) 336-7790
nes@nesonline.com

Responding in Peaceful and Positive Ways (RIPP)

Grades: 6-7

RIPP has been tested in ethnically mixed populations. Key elements include working in small groups; problem-solving; identifying feelings; handling differences; peer mediation; clarifying values; dealing with prejudices; and avoiding, ignoring, defusing, and resolving conflicts. The problem-solving component includes several steps that students memorize and practice frequently. Students learn to stop, calm down, identify the problem and feelings about it, decide among nonviolent options (resolve, avoid, ignore, or defuse), do it, look back, and evaluate. An evaluation funded by the Centers for Disease Control and Prevention shows RIPP significantly reduces fights and incidents of being threatened with a weapon.

Contact: Melanie McCarthy
Youth Violence Prevention Project, Virginia Commonwealth University
808 West Franklin St., Box 2018
Richmond, VA 23284-2018
Phone: 804-828-8793 Fax: 804-827-1511

SAFE Children

Grades: K-1

SAFE Children is a community- and school-based program that helps families manage educational and child development in communities where children are at high risk for substance abuse and other problem behaviors. It is based on a developmental-ecological model that looks at how neighborhood and school characteristics affect children and families, children's school achievement, their social adjustment, and their maturation. The program aims to help children 5 to 6 years old make the transition into elementary school, have a successful first year, and set a strong base for the future. Families with children entering first grade and living in inner-city, high-risk neighborhoods are enrolled in a 20-week family program that aims to:

- Build support networks among parents
- Develop parenting skills and knowledge of child development
- Give parents a better understanding of schools and how they work
- Ensure that children have the skills to master basic reading skills

Contact: Patrick Tolan
Institute for Juvenile Research

Dept. of Psychiatry
University of Illinois at Chicago
840 South Wood Street
Chicago, IL 60612-7347
Phone: 312-413-1893
E-mail: tolan@uic.edu

Safe Dates (*Universal, Selective, Indicated*)

Safe Dates is a school-based program designed to stop or prevent the initiation of psychological, physical, and sexual abuse on dates or between individuals involved in a dating relationship. Intended for male and female middle and high school students 12 to 18 years of age, the Safe Dates program can stand alone or easily fit within a health education or family or general life skills curriculum. Because dating violence is often tied to substance abuse, Safe Dates also may be used with drug and alcohol prevention and general violence prevention programs.

The Safe Dates program includes a curriculum with nine 50-minute sessions, a 45-minute play to be performed by students, and a poster contest. Program goals are to:

- Change adolescent dating violence norms
- Change adolescent gender-role norms
- Improve conflict resolution skills for dating relationships
- Promote victim and perpetrator's beliefs in need for help and awareness of community resources for dating violence
- Promote help-seeking by victims and perpetrators
- Improve peer help-giving skills

All program materials, including reproducible student handouts, are included in the Safe Dates binder. Suggestions for a six- or four-session curriculum are provided, but program fidelity is best maintained by completing the nine-session curriculum, the play, and the poster contest.

Contact: Ann Standing
National Education Sales Manager
Hazelden Publishing and Education Services
15251 Pleasant Valley Road
Box 176
Center City, MN 55012-0176
Phone: 651-213-4030
Toll-free: 800-328-9000 ext. 4030
Fax: 651-213-4793
Email: astanding@hazelden.org
Web site: www.hazelden.org

Say It Straight (SIS)

Grades: 6-12

Say It Straight (SIS) Training promotes wellness, self-awareness, personal and social responsibility, good communication skills, positive self-esteem, and positive relationships while attempting to prevent risky or destructive behaviors, such as alcohol, tobacco, and other drug use; violence; teen pregnancy; and behavior leading to HIV/AIDS.

Several studies showed positive outcomes for:

- assertiveness/attitudinal skills;
- AOD suspensions; and
- constructive decision making.
-

Contact: Say It Straight Foundation
PO Box 50752
Denton, TX 76206
Phone: 214488-7560 Fax: 760-431-1147

SCARE Program

Grades: 6-8, Cost: \$49.99

The SCARE Program is an anger and aggression management program for children and adolescents. The primary goals of the program are to teach young people about emotions, including anger and aggression, and to help young people recognize alternatives to violent behavior and aggressive responses. It also aims to encourage young people to make good decisions in response to provocative situations.

Participants in the SCARE Program demonstrated statistically significant decreases in state anger and trait anger and increases in anger control when compared to a control group on a self-report measure.

To Order: Don Burks
Kendall/Hunt Publishing Company
4050 Westmark Drive, PO Box 1840
Dubuque, IA 52004-1840
Phone: 800-542-6657, ext. 1124

Second Step

Grades: PreK-9

Second Step is a violence prevention curriculum recognized by the U.S. Department of Education as a research-proven model for intervening with preschool and early elementary age children. The program focuses upon helping young children develop empathy, impulse control, and anger management skills.

Check the Tennessee School Safety Center for free periodic trainings.

Contact: Committee for Children
568 First Avenue South, Suite 600
Seattle, WA 98104-2804

Phone: 800-634-4449 or 206/343-1223 Fax: 206-438-6765
E-mail: info@cfchildren.org

Skills, Opportunities and Recognition (SOAR) *(Universal)*

Grades: K-6

SOAR (Formerly, Seattle Social Development Program). This universal school-based intervention for grades one through six seeks to reduce childhood risks for delinquency and drug abuse by enhancing protective factors. The multi-component intervention combines training for teachers, parents, and children during the elementary grades to promote children's bonding to school, positive school behavior, and academic achievement.

To Order: Channing L. Bete Company, Inc.
One Community Place
South Deerfield, MA 01373-0200
Phone: 877-896-8532 Fax: 800-499-6464
PrevSci@channing-bete.com

Social-Competence Promotion Program for Young Adolescents (SCPP-YA)

Grades: 5th - 7th

The forty-five session Social-Competence Promotion Program for Young Adolescents (SCPP-YA) is a social and emotional learning program that has three modules. The first module includes twenty-seven, 40-minute lessons of intensive instruction in self-control, stress management, social problem solving, and communication skills. The other modules include two nine-session programs that teach students to apply these personal and social competencies to the prevention of substance use and high-risk sexual behavior. This one-year program has produced benefits with diverse fifth- through seventh-grade populations. It is most effective when offered in the context of coordinated, multiyear social development and health-promotion programming.

Contact: Roger P. Weissberg
Professor of Psychology and Education
Department of Psychology
The University of Illinois at Chicago
1007 West Harrison Street Chicago, IL 60607-7137
Phone: 312-413-1012 Fax: 312-355-0559
E-mail: rpw@uic.edu

SMART Team: Students Managing Anger and Resolution Together

Grades: 5-9

The SMART (Students Managing Anger and Resolution Together) Team is a computer-based, multimedia violence prevention intervention that uses games, simulations, graphics, cartoons,

and interactive interviews to engage adolescents in learning new skills to resolve conflicts without violence. Eight modules cover anger management, dispute resolution, perspective-taking, and mediation. The SMART Team has demonstrated that it can increase student awareness of how certain behaviors may increase or reduce violence, and it has made student participants conscious of the need to establish rules of negotiation, rather than resort to violence as a final solution.

Contact: Kris Bosworth, Ph.D.
University of Arizona
College of Education
P.O. Box 210069
Tucson, AZ 85721-0069
Phone: 520-626-4964 Fax: 520-626-9258
Web site: www.drugstats.org

SMART Leaders

Grades: 9th - 12th

SMART Leaders is a curriculum-based program that uses role-playing, group activities, and discussion to promote social and decision-making skills in racially diverse 14- to 17-year-olds. This program is a 2-year booster program for youth who have completed "Stay SMART," a component of Boys & Girls Clubs of America's SMART Moves program. It reinforces the substance abuse prevention skills and knowledge of the first program, with sessions on self-concept, coping with stress, and resisting media pressures. As participants advance in the program, they are involved in educational discussions on alcohol, tobacco, and drugs and have the opportunity to recruit other youth for the program and assist with sessions offered to younger boys and girls. Evaluation results show the effectiveness of this multiyear approach in promoting refusal skills and creating drug-free peer leaders. The SMART Leaders program, with other SMART Moves components, can be implemented in community-based youth organizations, recreation centers, and schools, in collaboration with all local Boys & Girls Clubs. All the demonstration projects were implemented in Boys & Girls Clubs, a number of which are in or adjacent to public housing projects.

Contact: Mylo Carbia
Boys and Girls Club of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
mcpuig@bgca.org
Phone: (404) 487-5766 Fax (404) 487-5789
www.bgca.org

Social Decision Making/Problem Solving Program

Grades: K-6

This is a program that teaches all children to "think clearly" when under stress. The program is curriculum-based and occurs in three developmental phases. The readiness phase targets self-

control, group participation, and social awareness skills. The instructional phase teaches an eight-step social decision-making strategy to students. The application phase teaches children to use these skills in real life interpersonal and academic situations. In pilot tests and published evaluations that have been emerging since 1979, teachers who were trained were found to improve in their ability to facilitate children's social decision-making and problem-solving. The children who received the program improved their social decision-making and problem-solving skills relative to control groups. Students also showed high levels of positive, pro-social behavior and decreased anti-social, self-destructive and social disordered behavior when compared to controls.

Contact: spsweb@umdnj.edu
University of Medicine and Dentistry of New Jersey
University Behavioral Healthcare
Liberty Plaza
335 George St.
New Brunswick, NJ 08901
Phone: 732-235-9280 Fax: 732-235-9277

Strengthening Families Program

Ages: 10-14 and their parents

The Strengthening Families Program was originally tested with drug-abusing urban parents in outpatient treatment. It has been culturally modified and found effective with African-American, Asian/Pacific Islander, and Hispanic families. Parents and children attend 14 weekly sessions of two hours each. Parents and children attend separate sessions during the first hour (when parents learn about family management and children focus on social skills); during the second hour they come together for family skills training. To increase participation, incentives such as snacks, transportation, and rewards are used. Evaluations have found significant improvements in parenting skills, children's pro-social behavior, and family relationships.

Contact: Virginia Molgaard
To Order: Extension Distribution Center
119 Kooser Drive
Iowa State University
Ames, IA 50011
Phone: 515/294-1426

Teenage Health Teaching Modules

Grades: 6-12

The Teenage Health Teaching Modules (THTM) is a comprehensive health program. The curriculum contains materials on alcohol, tobacco and other drugs, and emphasizes resistance, personal, and social skills taught through cooperative and small group learning. Many homework assignments involve families, and optional community service projects are presented. The program consists of a series of modules, each of which includes a teacher's guide with a detailed framework for conducting classroom activities. Each module contains 6-15 class

sessions, 45 minutes long. Certain essential health skills are highlighted in each module including risk assessment, self-assessment, communication, decision making, goal setting, health advocacy, and healthy self-management. The underlying philosophy of THTM is that everything we do or do not do is a statement of who we are; we express ourselves, our values, and our beliefs through behavior. The program provides opportunities for students to recognize that many factors affect health and well-being.

Students from a mix of ethnic and racial groups received instruction seven hours per month for four months. The 7th through 12th grade program youth had a prevalence rate that was 7% lower for the use of alcohol, tobacco, and hard drugs than nonprogram youth.

Erica Macheca, Center for School Health Programs
Education Development Center, Inc.
PO Box 1020
Sewickley, PA 15143-1020
Phone: 800-793-5076, Fax: 412-741-0609

Think Time Strategy

Grades: K-9-seriously emotionally disturbed (SED) students

The Think Time Strategy addresses disruptive behaviors in a manner that alleviates many of the problems associated with traditional classroom management approaches used in elementary school classrooms. Although Think Time Strategy was designed as a universal prevention intervention for Kindergarten to Grade 9 populations, adequate evidence of efficacy was presented only for seriously emotionally disturbed (SED) populations. The Think Time Strategy requires that two or more teachers work together and helps teachers catch disruptive behavior early. Teachers send disruptive students to a Think Time desk located in an area free from distractions. That teacher initiates a debriefing process after the student has had "thinking time." The process includes a number of steps that include having the student fill out a form, having the teacher check the form, and returning the student to the original classroom.

Evaluation results showed that the average number of critical events (e.g., verbal and physical aggression) decreased by 77% weekly across all three classrooms and that two of the three classrooms continued to show decreases in the number of critical events during follow-up. In addition, the average duration of estimated on-task time spent by the students increased by 34% weekly across all three classrooms and that all three classrooms continued to demonstrate increases in on-task performance during follow-up.

Contact: J. Ron Nelson, University of Nebraska, Lincoln
Center for At Risk Student Services, Barklay Center
Lincoln, NE 68583-0738
Phone: 402-472-0283 Fax: 402-472-7697
To Order: Sopris West
Phone: 800-547-6747

Too Good for Drugs *(Universal)*

Grades: K-12

Too Good For Drugs (TGFD) is a school-based prevention program designed to reduce risk factors and enhance protective factors relating to alcohol, tobacco and other drug use among students in kindergarten through high school (5 to 18 years old). Developed by the Mendez Foundation, Too Good For Drugs has a separate, developmentally appropriate curriculum for each grade level designed to develop:

- Personal and interpersonal skills relating to alcohol, tobacco and other drug (ATOD) use
- Appropriate attitudes toward ATOD use
- Knowledge of the negative consequences of ATOD use and benefits of a drug-free lifestyle
- Positive peer norms

Teaching methods are highly interactive and engage students through role-play, cooperative learning, games, small group activities and class discussions. Students have many opportunities to participate and receive recognition for their involvement. Teaching methods model and encourage bonding with prosocial others. TGFD also impacts students through a family component used in each grade level: "Home Workouts" is available for use with families in kindergarten through 8th grade, and "Home Pages" is used in high school.

Contact: Susan K. Chase
Mendez Foundation
601 S. Magnolia Avenue
Tampa, FL 33606
Phone: 800-750-0986 Fax: 813-251-3237